

<b>SUCCESSFUL TEACHING PRACTICES<sup>1</sup></b>
Be accessible and approachable.
Be flexible and willing to try different techniques and accommodations.
Be knowledgeable about the general characteristics of various learning disabilities and attention deficit/hyperactive disorder.
Break down instruction into small steps.
Call the student by name as it helps the student focus and personalize the experience.
Commit to the use of multisensory/multimodal approaches in the classroom.
Communicate the rules and expectations of the lesson. State instructional objectives and link them to previous lessons.
Create a non-threatening learning environment where it is safe to ask questions, seek extra help, make mistakes and feel comfortable in doing so.
Creating inclusive learning environments and incorporating universal design of learning approach into classroom.
Demonstrate tolerance and patience when working with all students.
Ensure a positive learning environment that produces change. Provide immediate feedback to the student each time and every the student accomplishes desired behavior and/or achievement - no matter how small the accomplishment.
Frequently assess student's strengths and weaknesses; Use student's strengths to guide instruction that will help learner either cope with, compensate for, or master weaker areas.
Gain the student's attention before giving directions/instructions.
Guide students during initial practice.
Have an understanding of how students learn, what motivates them, and what encourages them.
Inform student's in advance of what they are going to learn.
Maintain open lines of communication with student.
Obtain information about each student's unique needs.
Praise in public, reprimand in private.
Prompt student responses.
Provide a structure for learning so that students can build upon learned and improved skills to accomplish more difficult tasks. Do not use a haphazard approach.
Provide all students with opportunities for success.
Provide clearly stated rules and consequences and expectations that are consistently carried out for all students.
Provide effective accommodations as appropriate.

---

<sup>1</sup> Raskind and Bryant, "Functional Evaluation for Assistive Technology (FEAT)," 2002; Retrieved June 2002: <http://www.psycho-educational.com/pages/791140/index.htm>.

SUCCESSFUL TEACHING PRACTICES <sup>1</sup>
Provide numerous examples.
Provide opportunities for practice after each step. Provide drill and further practice immediately following incorrect responses.
Recognize EFFORTS the student employs toward attaining a goal and recognize the problems resulting from skill deficits vs. non-compliance.
Routinely provide both oral and written instructions during learning activities.
Seek assistance from supervisory staff or CDD when either unsuccessful in moving student forward programmatically or when additional assistance may be needed.
Use the student's preferred modality of learning to create opportunities for success.